

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

“ТАСДИҚЛАЙМАН”

ГулДУ ўқув ишлари проректори
Баракаев Н. Р.

«___» _____ 2017 й.

**ТИЛ ТИЗИМЛАРИНИ ЎҚИТИШ ТАМОЙИЛЛАРИ ВА
ЁНДАШУВЛАР**

фани бўйича

Билим соҳаси	100 000	Гуманитар соҳа
Таълим соҳаси	110 000	Педагогика
Таълим йўналишлари	5111400	Хорижий тил ва адабиёти (тиллар бўйича)

ишчи ўқув дастури

(2- курс)

Умумий ўқув соати – 90

Шу жумладан:

Амалиёт машғулоти – 58

Мустақил таълим соати – 32

Ишчи ўқув дастур 5111400 инглиз тили таълим йўналиши учун Олий ва ўрта таълим вазирлиги томонидан ишлаб чиқилган ва рўйхатга олинган намунавий ўқув дастурига мувофиқ тайёрланди.

Тузувчи: Нормаматова Д.Т – “ Инглиз тили ва адабиёти ”
кафедраси ўқитувчиси _____ (имзо)

Такризчилар: Тожиев Х – “ Инглиз тили ва адабиёти ” кафедраси
доценти _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2017 йил “___” ___ даги ___ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Кафедра мудири:

Ўразбаев Х. И.

Коммуникатив лексика фанининг ишчи ўқув дастури “Филология” факультети Илмий-услубий Кенгашининг 2017 йил “___” _____ даги “___” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий Кенгаши раиси: _____(имзо)

Ҳамдамов Э. Э.

Методик курс: Чет тилларни ўқитиш тамойиллари ва ёндашувлар

Мазкур модул талабарни чет тилларни ўқитиш усул ва методларининг тарихий босқичлари билан таништириш билан бирга чет тилини ўқитишдаги турли усул ва методлардан қўзланган мақсадлар, уларнинг ижобий ва салбий томонларини фарқлаш ва амалда улардан ўринли фойдалана олишга ўргатади. Модулда катта эътибор тил ўқитишнинг замонавий, илғор ва самарали методлари ҳақида батафсил маълумот беришга ҳамда талабаларнинг ушбу методлардан дарс жараёнида фойдаланишларини таъминлашга қаратилади.

Модулни ўзлаштирганидан сўнг талаба:

- чет тили ўқитиш методлари ва уларнинг тарихий ривожланиш босқичлари ҳақида батафсил маълумотга эга бўлиб, танқидий ёндашувлар асосида таҳлил эта олади;
- чет тили ўқитиш методларини мантиқан баҳолаб, тил ўқитилаётган гуруҳ учун мос усулни танлай олади;
- чет тилларни ўқитиш жараёнида турли метод ва услублардан кенг фойдаланиш малакасини эгаллайди;

Модул мазмуни

- чет тилларни ўқитиш услублари ўртасидаги фарқлар;
- тил ўқитиш замонавий усулларининг амалиётда қўлланилиши;
- чет тилини ўргатишда хорижий тажрибалар:
- грамматик-таржима услуби;
- дарсни тўлиқ чет тилида ўтиш услуби;
- аудио-лингвистик услуб (эшитиб гапириш);
- коммуникатив услуб.
- **маҳаллий муҳитда қўлланилаётган услублар ва уларнинг таҳлили:**
 - грамматикани дедуктив ва индуктив тарзда ўқитиш;
 - таржима орқали тил ўқитиш;
 - қайта гапириб бериш;
 - фонемалар ва фонетик усуллар;
 - матнларни ёдлаш;
 - ўқитувчидан сўнг такрорлаш;
 - коммуникатив машқлар ёрдамида тил ўрганиш;
- **турли услубларнинг ижобий ва салбий жиҳатлари муҳокамаси;**
 - тил ва маданият;
 - ўқитиш/ўрганиш жараёнлари;
 - чет тилини ўрганишда она тилининг ўрни;
 - чет тили ўқитишнинг психологик асослари.

Модулнинг информацион-услубий таъминоти

- топшириқларга асосланган амалий машғулотлар;
- баҳс ва мунозарага асосланган вазифалар;
- белгиланган мавзу юзасидан адабиётларни ўқиш;
- мақолалар муҳокамаси;
- чет тили ўқитиш методлари таҳлили.

Фанни ўқитишда педагогик ва ахборот технологияларидан

Фойдаланиш

Талабаларнинг тил ўқитиш тамойиллари ва ёндошувлар (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларидан фойдаланиш, янги информацион-педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий кўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади. Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсимоти

Кузги семестр

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Амалий машғулот	Мустақил таълим	Лаборатория машғулотлар
1	Introduction to the course	2	2		
2	The nature of methods and approaches in language teaching	3	2	1	
3	Total physical response	3	2	1	
4	The silent way	3	2	1	
5	Community language learning	4	2	2	
6	Suggestopedia	4	2	2	
7	Multiple intelligences	4	2	2	
8	Article discussion	4	2	2	
9	Article discussion	4	2	2	
10	The lexical approach	3	2	1	
11	Competency based language teaching	3	2	1	
12	The natural approach	3	2	1	
13	Cooperative language learning	4	2	2	
14	Grammar translation method	3	2	1	
15	Audio-lingual method	4	2	2	

16	Communicative approach	3	2	1	
17	PPP	3	2	1	
18	ESA	4	2	2	
19	Error correction	3	2	1	
20	Article discussion	4	2	2	
21	Flashcards	2	2		
22	Picture stories	3	2	1	
23	Songs and music	2	2		
24	Getting to know activities	3	2	1	
25	Using TV, DVD and video	3	2	1	
26	Computer and internet	3	2	1	
27	Dictation	2	2		
28	Poetry and drama	2	2		
29	Revision	2	2		
	Total	90	58	32	

2.1. Guidelines to the course

Whether you are a newly qualified teacher straight out of university, you have had several years away from teaching the subject or you are a seasoned professional wanting some new ideas – this book will show you how to inspire the students in your classroom. If you are new to teaching, it will give you plenty of material to use in your first few years of teaching. Once you gain the students' trust, they will quickly see you as a teacher who can inspire them. You will make a difference and their grades will improve. Why? Because you have given them relevant material that will engage even the most reluctant of students.

2.2. The nature of methods and approaches in language teaching

Approach and method, different views, structural view, functional view, interactional view, learners, materials, language scientists; Anthony, River, Harold Palmer, Jasperson
 [J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 18-20]

2.3. Total physical response

TPR, James Asher, theory of language and learning, the bio-program, brain lateralization, reduction of stress, role of learners and teachers, materials, procedure.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-73-75]

2.4. The silent way

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 82-83]

2.5. Community language learning

Community Language learning is the name of a method developed by Charles A. Curran and his associates. Curran was specialist in counseling and professor of psychology at Loyola university in Chicago. CLL techniques, theory of language learning, materials, observation.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 56-57]

2.6. Suggestopedia

Background, authority, theory of language and learning, infantilization, doubleplanedness, rhythm, intonation, learning activities, role of teachers.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 101-102]

2.7. Multiple intelligences

1. Linguistic: the ability to use language in special and creative ways, which is something lawyers, writers, editors and interpreters are strong in.

2. logical mathematical: the ability to think rationally, often found with doctors engineers and programmers and scientists.

3. Spatial: the ability to form mental models of the world, something architects, decorators, sculptors, are painters are good at.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 116-118]

2.8. Article discussion

Teacher or students choose an article (e.g. Hawkey R. Teacher and learner perceptions of language learning activity), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content. The article, extract from a book or the description of the activity or teaching technique should be given in advance to students to ensure they are ready to discuss it. If in the group there are more than 8-9 people you can divide them into two groups and have 2 discussions in turns on the same or different topic. [presett refreshed curriculum]

2.9. Article discussion

Teacher or students choose an article (e.g. Hawkey R. Teacher and learner perceptions of language learning activity), an extract from a book on language teaching, activity or teaching technique discussion (e.g. Find someone who, Drilling) based on the items from the indicative content. The article, extract from a book or the description of the activity or teaching technique should be given in advance to students to ensure they are ready to discuss it. If in the group there are more than 8-9 people you can divide them into two groups and have 2 discussions in turns on the same or different topic. [presett refreshed curriculum]

2.10. The lexical approach

The theory is that we learn a language by learning lexical items and not by learning grammar. Accordingly, the main focus of the work is lexical items rather than syntax or grammatical rules. Critics have said that it difficult to know in which order lexical items should be taught. Proponents of this method counter this by saying that the syllabus is organised according to collocation. Collocation refers to words that are frequently used together, e.g. make a phone call, make an appointment, heavy rain, by accident.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 135-136]

2.11. Competency based language teaching

Competency-Based Language Teaching is an application of the principles of competency- based education to language teaching. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work related and survival oriented language teaching programs for adults. It has recently reemerged in some parts of the world.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-]

2.12. The natural approach

The term natural, is used in reference to the direct method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language

learning in your children, similarly the natural approach is defined by Krashen and Terrel, is believed to conform the naturalistic principles found in successful second language acquisition. [J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-179-183]

2.13. Cooperative language learning

In second language teaching CLL has been embraced as the way of promoting communicative interaction in the classroom and it is seen as an extension of the principles of communicative Language Teaching. It is viewed as learner centered approach to teaching held to offer advantages over teacher fronted classroom methods.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 199]

2.14. Grammar translation method

The method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar. There is little attention given to the use of the spoken language.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P- 5-7, 18-37]

2.15. Audio-lingual method

This method grew out of behaviourist psychology. It involves providing a stimulus to which students respond; if the response is correct, the students are praised in order to reinforce the correct use of language and ultimately to reinforce learning. Language is presented in a very controlled way; i.e. one language point at a time is studied and worked on. Grammar explanations are kept to a minimum and progress is made through repetition.

[J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press - 2002. P-58-64]

2.16. Communicative approach

This approach developed out of a need to have students communicating for real. It is based on the theory that children acquire language rules by using language rather than through the study of grammar. It involves creating situations where the students have a genuine need to say something, just as children do. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P- 16]

2.17. PPP

PPP stands for presentation, practice, and production. It is a fairly traditional way to structure a lesson that was popular throughout the 1980's. It proved to be beneficial at lower levels and is still widely used today. Presentation involves, as the name suggests, presenting a language point. This is usually done by the teacher. Presentation might be similar to the audio-lingual approach through the use of pictures and focused learning.

[Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P- 20]

2.18. ESA

ESA stands for engage – study – activate. Let's take a look at each individual component. Engage involves getting the students' attention or interest, getting them involved. You could achieve this through the use of a personal story told by the teacher, a picture that stimulates discussion or anything else that awakens students' interest. The idea is that if students are involved or engaged, they are more open to the learning process. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P-24]

2.19. Error correction

Errors are a natural part of the learning process. Students make mistakes when they are learning a new language item; even when language has been presented, revised and practised repeatedly, students can still make mistakes. Errors and mistakes will always occur, it's how we deal with them that determines whether or not our students learn from their mistakes. Correcting errors is essential for students to learn and improve and to avoid a situation where they continue making

the same mistake and eventually believe that what they are saying is correct. [Lucy Pollard's Guide to Teaching English., Copyright © Lucy Pollard 2008. P-60]

2.20. Article discussion

One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up. The moderator introduces the issue and invites group members' views on importance of the issue, appropriateness of the ideas presented in the article, students own ideas/considerations regarding the issue, etc. effectiveness, appropriateness, advantages of and possible problems with the discussed activity or teaching technique The discussion lasts for 30 minutes.

2.21. Flashcards

Flashcards is ELT jargon for pictures (or diagrams, words, etc.) that you can show to students, typically something you can hold up when standing in front of the whole class. They are also useful for handing out as part of various activities. Schools sometimes have their own library of flashcards, but many teachers build up their own stock. They are a very useful teaching aid, especially in your earlier years of teaching.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. P- 328]

2.22. Picture stories

Pictures and picture stories can be in a book or handout, drawn on the board or OHP, on flashcards or on posters. Traditionally they have been used a starting point for writing exercises, but they are also very useful for focusing on specific language points or as material for speaking and listening activities. Most picture stories seem inevitably to involve practice of the past simple and past progressive.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p- 330]

2.23. Songs and music

Music on its own, especially classical, can also be useful in the classroom:

- to set the mood at the start of the lesson;
- to give you something to talk about with your students at the start of the lessons (especially useful with a class you don't know);
- as background music while students work on 'dull' exercises;
- as background music to set the scene while students do a particular task (e.g. 'space' music during a discussion on life on other planets; fast, exciting music during a competition);

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-339]

2.24. Getting to know activities

- spoken to a number of other students in the class;
- learned some people's names and a little about them;
- taken part in a number of interesting and involving activities;
- started to find ways of working co-operatively with others;
- learned some information about the course;
- gained some insight into the methodology and working methods of the course;

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-340]

2.25. Using TV, DVD and video

We can divide video playback activities into three general categories:

- 1 Preview: what you do before you watch a section of recording;
- 2 Viewing: what you do while you watch;
- 3 Follow-up: what you do after watching.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-352]

2.26. Computer and internet

Many Internet-based lessons will involve research to find information for some specific purpose. For this reason, it is important that students are able to efficiently use search engines and directories. Beyond that, the web can be used for many purposes including:

- live text communication with other online users (e.g. ‘Messenger’ programs);
- live audio (and/or webcam) chat with other users (e.g. ‘Net meeting’);
- delayed-response text communication (e.g. e-mails, message boards, forums, contributions to websites, etc.);

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-356]

2.27. Dictation

Keywords dictation

Find an interesting short story and underline fifteen to twenty of the most important words in it (e.g. key nouns and verbs). Dictate these words to the class, but don’t tell them the original story. They now must make a new story that uses those words, in exactly the original order and the original form you dictated. At the end, the class can swap stories, reading or telling them. You could also tell them the original if you wanted.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-357]

2.28. Poetry and drama

Six types of drama activity are commonly found in English language teaching classrooms:

- **Role-play.** Students act out small scenes using their own ideas or from ideas and information on role cards (see Chapter 7, Section 3).
- **Simulation.** This is really a large-scale role-play. Role cards are normally used, and there is often other background information as well. The intention is to create a much more complete, complex ‘world’, say of a business company, television studio, government body, etc. (see Chapter 7).
- **Drama games.** Short games that usually involve movement and imagination.
- **Guided improvisation.** You improvise a scene and the students join in one by one in character, until the whole scene (or story) takes on a life of its own.
- **Acting play scripts.** Short written sketches or scenes are acted by the students.

[Jim Scrivener., Learning Teaching (second edition). Macmillan – 2005. p-362]

2.29. Revision

The above might seem like a lot to think about, but once you have your plan, you can analyse it to see whether the above guidelines have been met. Of course, you might be using a course book. In such cases the syllabus will provide the outline for students’ lesson plan.

1. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 32 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- амалий машғулотлар бўйича уй вазифаларини ечиш – 20 соат.
- Ёзма ҳисобот топшириш ва тақдимот тайёрлаш - 12 соат

Амалий машғулотларда назарий билимлар мавзуга оид машқлар ечиш орқали мустаҳкамланади. Тил ўқитиш тамойиллари ва ёндошувлар фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир мавзуни мустақил ўрганиши ва амалий машқлар бажариш орқали мустаҳкамлаши зарур.

Мустақил иш вазифаларини бажариш жараёнида талабалар мустақил ҳолда асосий дарслик, интернет материаллари ва услубий қўлланмалардан фойдаланиб, тайёргарлик кўришлари лозим.

Қолдирилган дарсларни топшириш учун талаба дарс материални тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур.

Талабалар мустақил таълимнинг мазмуни ва ҳажми

Кузги семестр

Ишчи ўқув дастурининг мустақил таълимга оид бўлим ва мавзулари	Мустақил таълимга оид топшириқ ва тавсиялар	Балл	Бажарилиш муддатлари	Ҳажми (соатда)
A brief history of language teaching	Оғзаки ва ёзма баёнот	2	1 ҳафта	2
Approach to language teaching	Оғзаки ва ёзма баёнот	2	2 ҳафта	2
Direct method	Оғзаки ва ёзма баёнот	2	3 ҳафта	1
Working on PPT materials	Интернет материаллари билан ишлаш	2	4 ҳафта	1
Nature of approaches and methods	Оғзаки ва ёзма баёнот	2	5-ҳафта	4
Major trends in language teaching	Оғзаки ва ёзма баёнот	2	6-ҳафта	2
Writing report	Ҳисобот ёзиш	2	7-ҳафта	2
Oral approach and situational language teaching	Ролли сахна кўриниши тайёрлаш	2	8 - ҳафта	2
Audio-lingual method	Оғзаки ва ёзма баёнот	2	9-ҳафта	2
Silent way	Оғзаки ва ёзма баёнот	2	10-ҳафта	2
Communicative LL	Интернет материаллари билан ишлаш	1	11 ҳафта	2
Whole language	Оғзаки ва ёзма баёнот	2	12-13 ҳафта	4
Multiple intelligences	Баҳс мунозара ташкил этиш	2	14-15	4

		М.Т	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	ОН								5									5			5
2	ЯН –																				5
3	Жами		5					5					5					5			
4	Жами ГП бўйича		5					5					5					5			

Эслатма: 3 семестрда ўқитиладиган “Тил ўқитиш тамойиллари ва ёндошувлар” фанининг ўқув ҳажми 90 соатни ташкил этиб ўқув йилининг кузги семестрида ўтилади кузги семестр ўқув ҳажми 90 соатни ташкил этади фан коэффиценти эса 0,90 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,90 га кўпайтирилади ва бутунгача яхлитлаб олинади.

4.2. ЖНни баҳолаш мезонлари

Тил ўқитиш тамойиллари ва ёндошувлар фани бўйича жорий баҳолаш талабанинг амалий машғулотидаги ўзлаштиришни аниқлаш учун қўлланилади. ЖН ҳар бир амалий машғулотида сўров ўтказиш, савол ва жавоб, тинглаб тушуниш машиқларини бажариш, ёзма машқларни бажариш, луғовий сўзлар ёдлаш каби шаклларда амалга оширилади. Талабага ЖН да бутун баллар қўйилади

Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолаш кўрсаткичи	Баҳолаш мезонлари	рейтинг бали
Аъло, 86-100%	Талаба ўрганилаётган тилда берилган оғзаки ёки ёзма машқларни бажариш давомида лексик, грамматик, ва стилистик жиҳатдан намунали тарзда олиб тўғри бажара олади. Талаба берилган матнни ёки машқни таржима қилишда лексик, стилистик, ва грамматик хатоларга йўл қўймайди. Талаба топширилган материални тўлиқ ўзлаштиради, тингланган материал асосида берилган саволларга тўлиқ жавоб бера олади, хулосалар ясайди.	3
Яхши, 71-85%	Берилган машқни таржима қилишда грамматик хатоларга йўл қўймайди аммо мазмунан тўғри бажара. материалда тасвирланган воқеа ва персонажларга тавсиф бера олса ва мустақил равишда воқеалар ривожининг ўзи тушунган вариантини таклиф эта олади	2

Қониқарли, 55-70%	Талаба суҳбатни ёки машқларни лексик ва грамматик жиҳатдан тўғри ташкил эта олади, аммо лексик хатоларга йўл қўйса, талаба топширилган материални тўлиқ ўзлаштиришда қийинчиликларга дуч келади лексик хатоларга йўл қўйса аммо грамматик жиҳатдан воқеа мазмунини тўғри ифодалай олади.	1
Қониқарсиз 0- 54%	Талаба машқни фақатгина лексик ёки грамматик жиҳатдангина ташкил қилиб унга ижодий ёндоша олмайди. Машқни бажариш давомида лексик хатоларга йўл қўяди гапнинг маъно мазмуни ноаниқ бўлади. Талаба топширилган материални тўлиқ ўзлаштира олмайди материал асосида берилган саволларга тўлиқ жавоб беришда қийналади гапларни тушунишда грамматик ва лексик хатоларга йўл қўяди.	0,5

Якуний назорат “Тил ўқитиш тамойиллари ва ёндошувлар” фанининг барча мавзуларини қамраб олган бўлиб, назарий ва амалий машғулотлар ўтиб бўлингандан сўнг ёзма равишда амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки муаммоларни ечиш кўникмалари ва малакалари аниқланади. ЯН назорат ишлари ёзма ёки тест усулида ҳам ўтказилиши назарда тутилган, тест соволлари ишчи ўқув дастури асосида тайёрланади. ЖНларга ажратилган баллдан 55% дан паст балл тўплаган талаба ўзлаштирмаган ҳисобланади ва ЯНга киритилмайди. ЯНни ўзлаштирмаган талабаларга қайта топшириш имконияти берилади. ЯН бўйича олинadиган ёзма иш вариантлари кафедра мудири раҳбарлигида тузилади ва деканатларга топширилади. ЯН ўтказилишининг ёзма шarti 3 топшириқдан иборат бўлиб ҳар бир топшириқ учун 10 баллдан жами 30 балл қўйилади

Фойдаланиладиган адабиётлар рўйхати

Асосий адабиётлар:

Инглиз тили

1. Cambridge English Skills Real Listening and Speaking 2 with Answers and Audio CD:Level
2. Cambridge English Skills Real Reading 2 with answers: All Levels
3. The writer’s workplace with readings (6th ed.). Student edition
4. Exploring Grammar in Context. CUP 2000
5. English Vocabulary in Use – Cambridge University Press

Қўшимча адабиётлар:

Инглиз тили

1. J. C. Richards, T. s. Rodgers., Approaches and Methods in Language Teaching (second edition) Cambridge University press
2. Scrivener., Learning Teaching (second edition). Macmillan – 2005
3. Lucy Pollard’s Guide to Teaching English., Copyright © Lucy Pollard 2008.
4. Cottrell, S. (1999) The Study Skills Handbook. Hampshire: Palgrave
5. Thornbury, S. (1999) How to teach grammar. Longman Pearson
6. Thornbury, S. (2002) How to teach vocabulary. Longman Pearson.
7. Ur, P. (1996) A Course in Language Teaching: Practice and Theory. Cambridge: CUP

8. Presett refreshed curriculum

